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ABSTRACT

In November 1993, the chief executive officers (CEO's) and academic senate presidents at all 107 California community colleges were surveyed regarding faculty members' role in shared governance. Study findings, based on an 84% response rate, included the following: (1) the CEO's and senate presidents agreed that faculty were greatly involved in the decision-making process in the areas of academic and professional matters, and were generally satisfied with current levels of faculty involvement in these areas; (2) senate presidents were less satisfied that CEO's with the level of faculty involvement in institutional planning, budget development, and district and college governance structures; (3) both groups agreed that personal agendas and "we/they" mentality, distrust between faculty and trustees, budgetary constraints, legal accountability remaining with the board and administration, and lack of faculty understanding and interest impeded the strengthening of the faculty role in academic and professional matters; (4) senate presidents indicated that faculty were relied upon in decision making in matters of curriculum, grading policies, and degree and certificate requirements, but felt that processes for institutional planning and budgeting were still under administrative control; and (5) both groups perceived recent increases in faculty involvement. The survey instruments are included. Based on study findings, recommendations were developed for managing the evolutionary process of shared governance more effectively. (KP)

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ED 373 316

California Community College System Faculty Role in Shared Governance.

Patricia K. Flanigan

U.S. DEPARTMENT OF EDUCATION
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California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

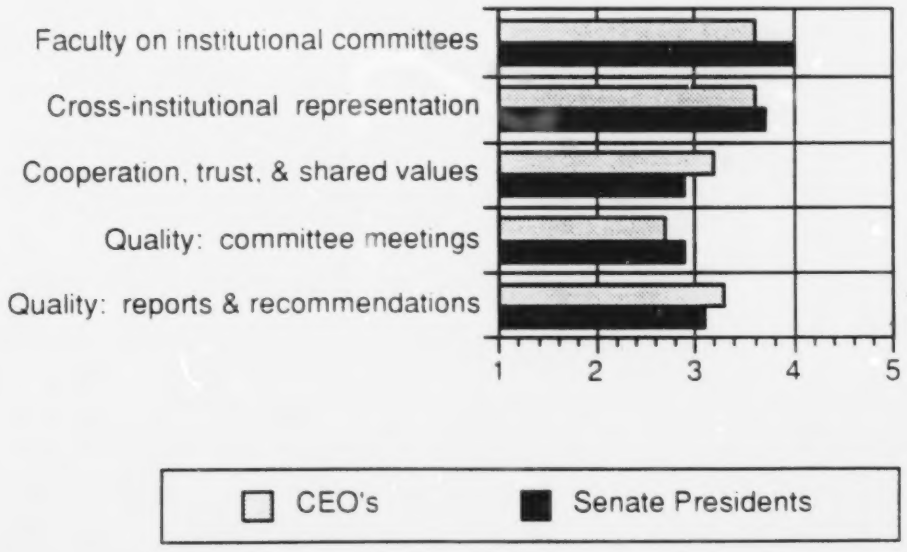
PRELIMINARY REPORT

The responses to the Shared Governance Survey, distributed to the Chief Executive Officers and Academic Senate Presidents of all 107 California Community Colleges in the fall of 1993, are based on a high return rate. The overall response rate was 84 percent; 86 percent of the college presidents and 82 percent of the senate presidents returned surveys.

RATINGS OF CHANGE DUE TO *ASSEMBLY BILL 1725*

Respondents generally agreed that *Assembly Bill 1725* had led to positive change at their colleges. They noted some improvement in the level of faculty involvement on pertinent institutional committees, cross-institutional representation of faculty on these committees, and the quality of final institutional committee reports and recommendations to their Board. As the graph below shows, Academic Senate Presidents tended to indicate that the level of cooperation, mutual trust, and shared values between faculty and administration was slightly worse. Respondents from both samples were less positive about changes in the quality of institutional committee meetings.

MEAN RESPONSES RATING CHANGE DUE TO *ASSEMBLY BILL 1725*



Scale: 1=much worse; 5=much better

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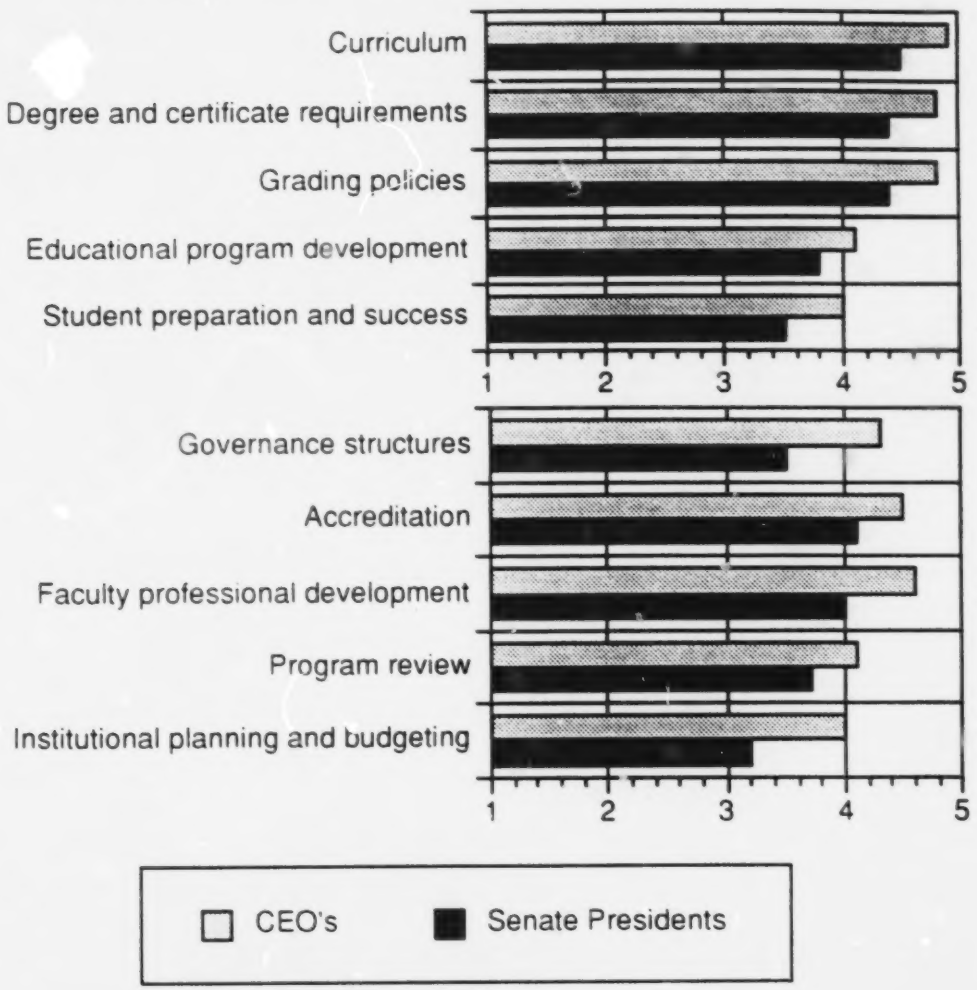
FACULTY INVOLVEMENT

The Chief Executive Officers and Academic Senate Presidents agreed that faculty are greatly involved in the decision-making process in areas of academic and professional matters. Responses indicate that the Chief Executive Officers see faculty as more involved than they are seen by Academic Senate Presidents. The following graph shows the average rankings of faculty involvement by sample.

MEAN RESPONSES RATING FACULTY INVOLVEMENT IN AREAS OF ACADEMIC AND PROFESSIONAL MATTERS



Scale: 1=very little extent; 5=very great extent

FACULTY INVOLVEMENT IN DECISION-MAKING PROCESSES

Respondents were generally satisfied with current levels of faculty involvement in decision-making processes in areas of academic and professional matters. Chief Executive Officers, however, were more satisfied than Academic Senate Presidents. The graph below shows the average rankings of satisfaction with faculty involvement in the decision-making processes in these areas. Note that Academic Senate Presidents were less satisfied with the level of involvement in institutional planning and budget development and district and college governance structures

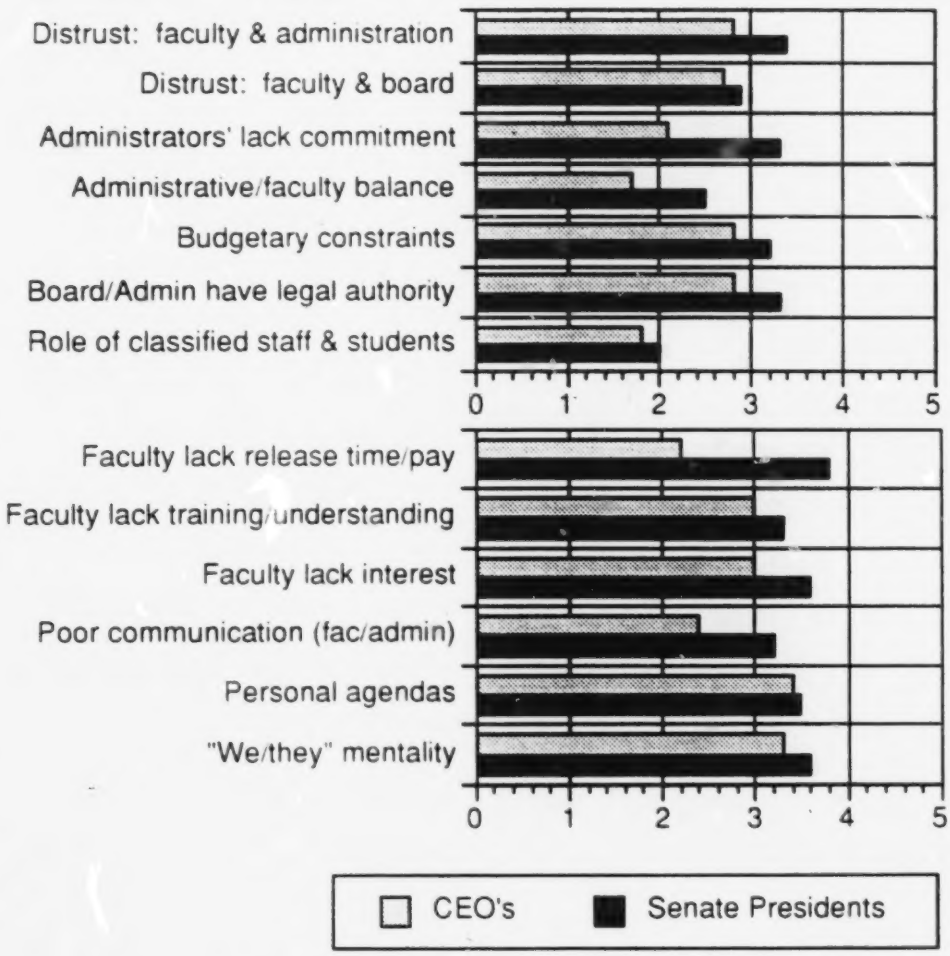
MEAN RESPONSES RATING SATISFACTION WITH CURRENT LEVELS OF FACULTY INVOLVEMENT IN DECISION-MAKING PROCESSES

Scale: 1=very dissatisfied; 5=very satisfied

FACTORS IMPEDING STRENGTHENING OF FACULTY'S ROLE IN ACADEMIC AND PROFESSIONAL MATTERS

Academic Senate Presidents were more likely than Chief Executive Officers to view factors as impediments to strengthening the faculty role relative to academic and professional matters at their colleges. The graph below details the mean responses of the two samples. Both groups agreed that personal agendas and *we/they* mentality, distrust between faculty and administration, distrust between faculty and board of trustees, budgetary constraints, legal accountability remaining with the governing board and administration, and lack of faculty understanding and interest were impediments. Academic Senate Presidents also saw lack of commitment of administrators to share the decision-making process with faculty, the lack of faculty release time or pay compensation to serve on pertinent institutional committees, and poor communication between faculty and administrators as impeding a stronger faculty role in shared governance.

MEAN RESPONSES RATING FACTORS IMPEDING STRENGTHENING OF FACULTY'S ROLE IN ACADEMIC AND PROFESSIONAL MATTERS

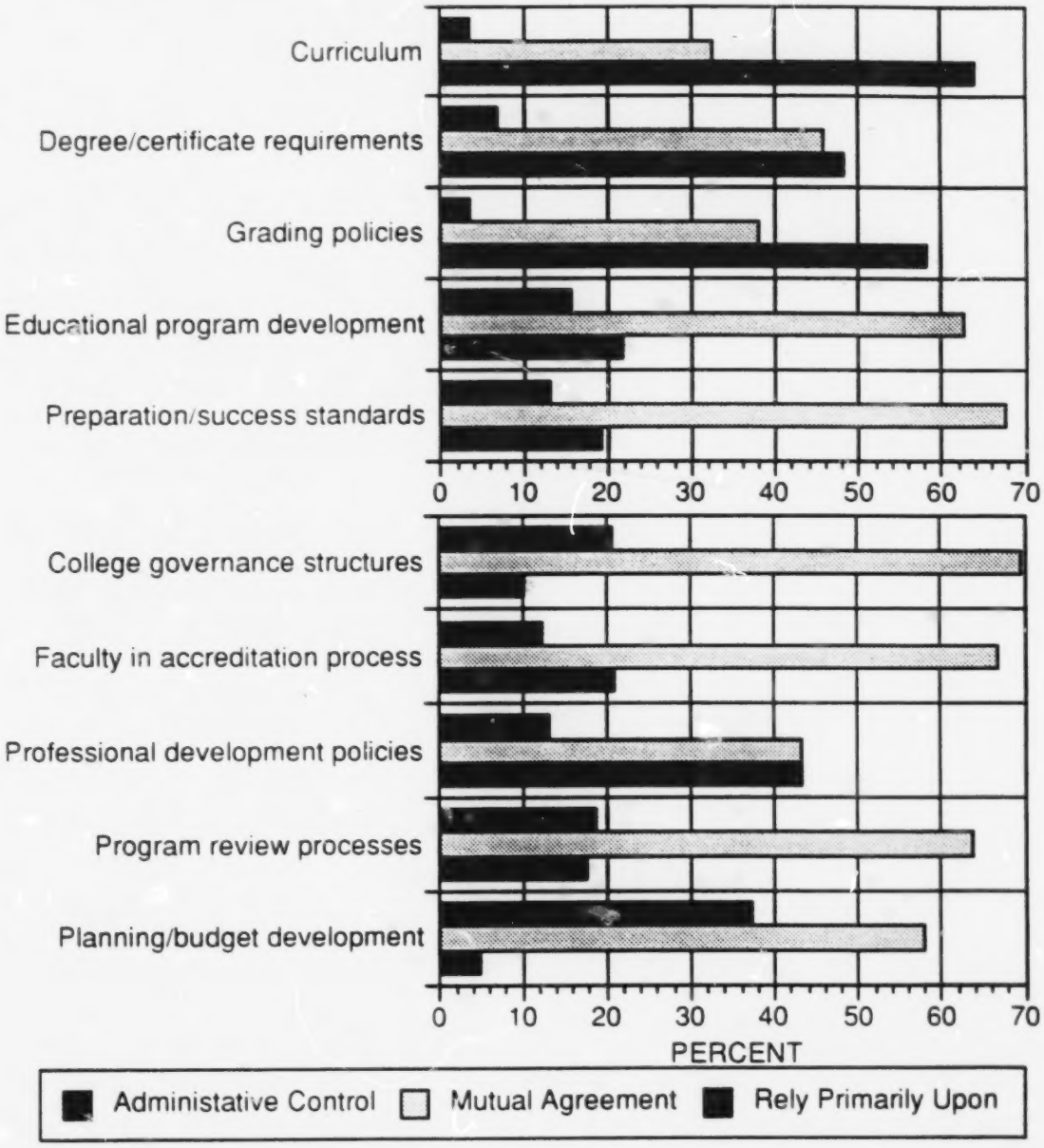


Scale: 0=very little extent; 5=very great extent

FACULTY ROLE IN SHARED GOVERNANCE

Only Academic Senate Presidents were asked to identify the decision-making methods used to *consult collegially* about 10 academic topics. The following graph shows the percentages who responded according to the three response categories: *rely primarily upon, mutual agreement, and administrative control. Rely primarily upon* played the largest role in matters of curriculum, grading policies, and degree and certificate requirements.

PERCENTAGES OF ACADEMIC SENATE PRESIDENTS IDENTIFYING DECISION-MAKING METHODS USED, BY ACADEMIC TOPIC



RESPONDENTS

The respondents varied according to years of experience and gender, and their colleges varied according to location, student enrollment and fiscal condition. The senate presidents tended to have been at their current colleges longer than the campus presidents.

- The majority of the CEO's had been in their current positions at their present institutions for 5 or less years. Many had apparently been the president of another institution before their current assignment, since the average CEO had been a chief executive 3 to 10 years.
- The Academic Senate Presidents tended to have been at their colleges for 11 or more years, but they had only been in the senate for 3 to 5 years.

The majority of the respondents in each sample were men.

- 71.7% of the CEO's were male.
- 59.1% of the Academic Senate Presidents were men.

Respondents were almost evenly representative of Northern and Southern California schools and urban, suburban, rural campuses.

- 52.3% of the CEO's were from community colleges in Northern California.
- 56% of the Academic Senate Presidents were from Southern California colleges.
- Although the urban, suburban, rural split was almost evenly divided, there were slightly more Academic Senate Presidents from urban campuses and CEO's from suburban colleges.

Respondents tended to be at campuses with less than 10,000 credit students.

- 51.1% of the Academic Senate Presidents and 45.7% of the chief executives were from colleges with under 10,000 credit students.

Respondents tended to agree that their colleges were not in good fiscal condition. The CEO's were slightly more pessimistic than presidents of Academic Senates.

- 9.8% of the chief executives and 14.8% of the Academic Senate Presidents indicated that their colleges were in *good* or *very good* fiscal condition.
- 41.3% of the CEO's and 39.8% of the Academic Senate Presidents noted that their colleges were in *fair* condition.
- 48.9% of the chief executive officers and 45.5% of the presidents of the Academic Senates responded that their colleges' fiscal condition was either *bad* or *very bad*.

Executive Summary

CALIFORNIA COMMUNITY COLLEGE SYSTEM FACULTY ROLE IN SHARED GOVERNANCE

prepared by Patricia K. Flanigan, Professor
Mt. San Antonio College
March 14, 1994

INTRODUCTION

In November of 1993, a survey on the faculty role in shared governance was distributed to the Chief Executive Officers and Academic Senate Presidents of 107 California Community Colleges. The overall response rate was 84 percent; 86 percent of the CEOs and 82 percent of the senate presidents returned surveys. The purpose of this report is to summarize the survey results and, based upon these results, provide implications and recommendations for consideration within the community college system.

SUMMARY OF SURVEY RESULTS

This survey measured perceptions regarding: (1) the statewide faculty governance role since **AB 1725** and (2) the impact and barriers of this reform relative to academic and professional matters. According to the results of this survey, within the community college system, faculty have become more involved in the governance process in both the traditional areas such as curriculum, grading policies, and graduation requirements and nontraditional areas such as governance structures and institutional planning and budgeting relative to academic and professional matters. Most college districts use either "rely primarily upon" or "mutual agreement" to consult collegially. However, in processes for institutional planning and budget development, administrative control is still perceived by Academic Senate Presidents to be strong (almost 40 percent).

Respondents are generally satisfied with current levels of faculty involvement in academic and professional matters, except for the areas of governance structures and institutional planning and budgeting. In these two nontraditional areas, faculty are less satisfied and appear to want a higher level of involvement.

In terms of impact, both CEOs and Academic Senate Presidents indicate that faculty involvement on institutional committees has increased. Despite this increased involvement, both also agree that the levels of cooperation, trust, and shared values, quality of committee meetings, and quality of committee reports and recommendations to the Board of Trustees have not changed much with shared governance.

Academic Senate Presidents see distrust between faculty and administration and the lack of faculty release time and faculty interest as three key barriers to the strengthening of the faculty role in shared governance. Both CEOs and Academic Senate Presidents agree that personal agendas and "we/they" mentality represent additional major impediments.

IMPLICATIONS

Since the implementation of Assembly Bill 1725 in 1988, the shared governance process has evolved to varying degrees within the community college system. While this evolution is continuous, its direction in the individual districts and colleges is enhanced and altered by the college leadership and participation of its administration, faculty, classified staff, and students.

The results of this survey imply that the faculty role in shared governance has increased in both the traditional and nontraditional areas of academic and professional matters. These results also indicate that despite increased faculty involvement, the level of trust between faculty and administration/Board of Trustees and the quality of committee meetings and reports and recommendations to local Boards are not perceived to have changed much.

There appear to be two elements that adversely affect the successful implementation of faculty governance within local college districts. They are: (1) the "balkanization" of the decision-making process whereby shared governance slows down and fails to meet the immediate needs of a rapidly changing environment and (2) special interest groups of administrators, faculty, and classified staff which have a tendency to focus more on their needs than on the global needs of the college community.

RECOMMENDATIONS

In order to more effectively manage the evolutionary process of shared governance, the Board of Governors and local college districts might want to consider the following:

(1) consolidating the various parties of interest into a single, institutional shared governance or advisory council. Faculty would be joined by administrators, classified staff and students to comprise a single body which would make final recommendations regarding shared governance issues to the CEO and Board of Trustees.

(2) limiting institutional committees to no more than ten members which include appropriate balance and representation of committee members from administrators, faculty, classified staff, and students. Groups larger than ten are inclined to divide into subgroups and become unmanageable.

(3) developing and implementing professional development activities to enhance team facilitation, conflict management, decision-making, and leadership skills on all campus-wide committees, including the institutional advisory council and academic and classified senates. This training process would focus on creating team cohesiveness by building group trust, identity, mutual cooperation, and shared values.

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

INTRODUCTION

I have been asked to assist with a doctoral dissertation effort by Patricia Flanigan of Mount San Antonio College Tutorial Services department. She would like to use this survey to look at the statewide faculty governance role since ***Assembly Bill 1725*** was passed and identify the impact and barriers of this reform bill relative to the eleven areas of academic and professional matters.

As leaders in the California community college system, your judgement and attitudes about faculty involvement in shared governance are very important. To that end, I would like to ask you to help Ms. Flanigan with her research needs and complete the attached survey, seal it in the envelope provided, and return it to the designated representatives during the course of our meetings. The survey will be analyzed by an outside consultant, and the preliminary report of the results will be sent to each of you by January 1994.

Thank you.

Respectfully,

Regina Stanback-Stroud

General Information

Direction: Please supply the following information by checking the box which applies to you for each item. Since there is no intention to identify specific Academic Senate Presidents or colleges in this study, your responses will be held in the strictest confidence.

GENDER	*YEARS AS FACULTY AT YOUR COLLEGE*	*YEARS IN THE ACADEMIC SENATE AT YOUR COLLEGE*
☐ Female	☐ 0 - 2	☐ 0 - 2
☐ Male	☐ 3 - 5	☐ 3 - 5
	☐ 6 - 10	☐ 6 - 10
	☐ 11 and over	☐ 11 and over
NUMBER OF CREDIT STUDENTS AT YOUR COLLEGE	***LOCATION OF YOUR COLLEGE***	***FISCAL CONDITION OF YOUR COLLEGE***
☐ Less than 10,000	☐ Northern California	☐ Very Good
☐ 10,000 - 20,000	☐ Southern California	☐ Good
☐ More than 20,000	☐ Urban	☐ Fair
	☐ Suburban	☐ Bad
	☐ Rural	☐ Very Bad

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

Directions: **Please circle the number on the scale which best describes your perceptions of each statement at this time.**

Areas of Academic and Professional Matters	To what extent are faculty involved in the decision making process of these areas?					To what extent are you satisfied with the current level of faculty involvement in the decision making process of these areas?				
	To a very Great extent				To a very Little extent	Very Satisfied				Very Dissatisfied
1. Curriculum	5	4	3	2	1	5	4	3	2	1
2. Degree and certificate requirements	5	4	3	2	1	5	4	3	2	1
3. Grading policies	5	4	3	2	1	5	4	3	2	1
4. Educational program development	5	4	3	2	1	5	4	3	2	1
5. Standard or policies regarding student preparation and success	5	4	3	2	1	5	4	3	2	1
6. District and college governance structures	5	4	3	2	1	5	4	3	2	1
7. Faculty roles and involvement in accreditation processes	5	4	3	2	1	5	4	3	2	1
8. Policies for faculty professional development activities	5	4	3	2	1	5	4	3	2	1
9. Processes for program review	5	4	3	2	1	5	4	3	2	1
10. Processes for institutional planning and budget development	5	4	3	2	1	5	4	3	2	1

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

Directions: **Please circle the number on the scale which best describes your perceptions of each statement at this time.**

Since being at your college, in what way have the following factors relative to academic and professional matters changed due to *Assembly Bill 1725*?

		Much Better					*Much Worse*
1.	Level of faculty involvement on pertinent institutional committees.	5	4	3	2	1	0
2.	Cross-institutional representation of faculty on these committees.	5	4	3	2	1	0
3.	Level of cooperation, mutual trust, and shared values between faculty and administration.	5	4	3	2	1	0
4.	Quality of institutional committee meetings (time efficiency, committee representation, productivity).	5	4	3	2	1	0
5.	Quality of final institutional committee reports and recommendations to the Board.	5	4	3	2	1	0

To what extent do the following factors *impede* the strengthening of the faculty role relative to academic and professional matters at your college?

		To a very great extent					*Not at all*
1.	Distrust between faculty and administrators.	5	4	3	2	1	0
2.	Distrust between faculty and board of trustees.	5	4	3	2	1	0
3.	Lack of commitment of administrators to share the decision making process with faculty.	5	4	3	2	1	0
4.	Balance of faculty and administrators on pertinent institutional committees.	5	4	3	2	1	0
5.	Budgetary constraints facing the district which prevent full resources being devoted to shared governance.	5	4	3	2	1	0
6.	Legal accountability remains with governing board and administration despite faculty authority.	5	4	3	2	1	0
7.	The role of classified staff and students in shared governance.	5	4	3	2	1	0
8.	Lack of release time or pay compensation for faculty to serve on pertinent institutional committees.	5	4	3	2	1	0
9.	Lack of faculty understanding and training.	5	4	3	2	1	0
10.	Lack of faculty interest in becoming more actively involved.	5	4	3	2	1	0
11.	Poor communication between faculty and administrators.	5	4	3	2	1	0
12.	Personal agendas.	5	4	3	2	1	0
13.	"We/They" mentality.	5	4	3	2	1	0

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

What decision making method is used to "consult collegially" in each of the following areas at your college?

Areas of Academic and Professional Matters	*Rely Primarily Upon*	*Mutual Agreement*	*Administrative Controlled*
1. Curriculum	*A*	*B*	*C*
2. Degree and certificate requirements	*A*	*B*	*C*
3. Grading policies	*A*	*B*	*C*
4. Educational program development	*A*	*B*	*C*
5. Standards or policies regarding preparation and success	*A*	*B*	*C*
6. District and college governance structures	*A*	*B*	*C*
7. Faculty roles and involvement in accreditation process	*A*	*B*	*C*
8. Policies for faculty professional development activities	*A*	*B*	*C*
9. Processes for program review	*A*	*B*	*C*
10. Processes for institutional planning and budget development	*A*	*B*	*C*

Thank you very much for your participation in this study. Please enclose your completed survey in the attached envelope and return it to the delegates desk.

Respectfully,

Patricia K. Flanigan

Patricia K. Flanigan
Professor, Mount San Antonio College

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

INTRODUCTION

The purpose of this survey is to determine the statewide faculty governance role since ***Assembly Bill 1725*** and to identify the impact and barriers of this reform bill relative to the eleven areas of academic and professional matters.

As leaders of the California community college system, your opinions and attitudes about faculty involvement in shared governance are very important. Please complete this survey, seal it in the envelope provided, and return it to the designated representatives during the course of these meetings. The survey will be analyzed by an outside consultant, and the preliminary report of the results will be sent to each of you by January 1994.

We appreciate your cooperation and look forward to receiving the survey results that will be of benefit to all of us.

Sincerely,

Thomas J. Nussbaum

Thomas J. Nussbaum
Vice Chancellor and General Counsel
California Community Colleges

General Information

Direction: Please supply the following information by checking the box which applies to you for each item. Since there is no intention to identify specific CEOs or colleges in this study, your responses will be held in the strictest confidence.

GENDER	*YEARS AS CEO*	*YEARS AS CEO AT YOUR COLLEGE(S)*
☐ Female	☐ 0 - 2	☐ 0 - 2
☐ Male	☐ 3 - 5	☐ 3 - 5
	☐ 6 - 10	☐ 6 - 10
	☐ 11 and over	☐ 11 and over
NUMBER OF CREDIT STUDENTS AT YOUR COLLEGE(S)	***LOCATION OF YOUR COLLEGE(S)***	***FISCAL CONDITION OF YOUR COLLEGE(S)***
☐ Less than 10,000	☐ Northern California	☐ Very Good
☐ 10,000 - 20,000	☐ Southern California	☐ Good
☐ More than 20,000	☐ Urban	☐ Fair
	☐ Suburban	☐ Bad
	☐ Rural	☐ Very Bad

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

Directions: **Please circle the number on the scale which best describes your perceptions of each statement at this time.**

Areas of Academic and Professional Matters	To what extent are faculty involved in the decision making process of these areas?					To what extent are you satisfied with the current level of faculty involvement in the decision making process of these areas?				
	To a very Great extent				To a very Little extent	Very Satisfied				Very Dissatisfied
1. Curriculum	5	4	3	2	1	5	4	3	2	1
2. Degree and certificate requirements	5	4	3	2	1	5	4	3	2	1
3. Grading policies	5	4	3	2	1	5	4	3	2	1
4. Educational program development	5	4	3	2	1	5	4	3	2	1
5. Standard or policies regarding student preparation and success	5	4	3	2	1	5	4	3	2	1
6. District and college governance structures	5	4	3	2	1	5	4	3	2	1
7. Faculty roles and involvement in accreditation processes	5	4	3	2	1	5	4	3	2	1
8. Policies for faculty professional development activities	5	4	3	2	1	5	4	3	2	1
9. Processes for program review	5	4	3	2	1	5	4	3	2	1
10. Processes for institutional planning and budget development	5	4	3	2	1	5	4	3	2	1

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

Directions: **Please circle the number on the scale which best describes your perceptions of each statement at this time.**

Since being at your college, in what way have the following factors relative to academic and professional matters changed due to *Assembly Bill 1725*?

		Much Better					*Much Worse*
1.	Level of faculty involvement on pertinent institutional committees.	5	4	3	2	1	0
2.	Cross-institutional representation of faculty on these committees.	5	4	3	2	1	0
3.	Level of cooperation, mutual trust, and shared values between faculty and administration.	5	4	3	2	1	0
4.	Quality of institutional committee meetings (time efficiency, committee representation, productivity).	5	4	3	2	1	0
5.	Quality of final institutional committee reports and recommendations to the Board.	5	4	3	2	1	0

To what extent do the following factors *impede* the strengthening of the faculty role relative to academic and professional matters at your college?

		To a very great extent					*Not at all*
1.	Distrust between faculty and administrators.	5	4	3	2	1	0
2.	Distrust between faculty and board of trustees.	5	4	3	2	1	0
3.	Lack of commitment of administrators to share the decision making process with faculty.	5	4	3	2	1	0
4.	Balance of faculty and administrators on pertinent institutional committees.	5	4	3	2	1	0
5.	Budgetary constraints facing the district which prevent full resources being devoted to shared governance.	5	4	3	2	1	0
6.	Legal accountability remains with governing board and administration despite faculty authority.	5	4	3	2	1	0
7.	The role of classified staff and students in shared governance.	5	4	3	2	1	0
8.	Lack of release time or pay compensation for faculty to serve on pertinent institutional committees.	5	4	3	2	1	0
9.	Lack of faculty understanding and training.	5	4	3	2	1	0
10.	Lack of faculty interest in becoming more actively involved.	5	4	3	2	1	0
11.	Poor communication between faculty and administrators.	5	4	3	2	1	0
12.	Personal agendas.	5	4	3	2	1	0
13.	"We/They" mentality.	5	4	3	2	1	0

California Community Colleges
FACULTY ROLE IN SHARED GOVERNANCE

NOTE OF APPRECIATION . . .

Thank you very much for your participation in this study. Please enclose your completed survey in the attached envelope and return it to Tom Nussbaum, David Viar, Bill Feddersen, or Patti Flanigan during the course of the conference.

Respectfully,

Patricia K. Flanigan

Patricia K. Flanigan
Doctoral Student in Educational Leadership
University of La Verne

NISOD CONFERENCE

Educational Change: The California Community College Model for Faculty Governance

PRESENTER: Patricia K. Flanigan
Mount San Antonio College

DATE: May 24, 1994

I INTRODUCTION

A. Educational Change

Think about it. Change is everywhere.
Minute by Minute. In all walks of life,
change is a constant, inevitable.
The fruit of change is opportunity,
and its seed will nurture you.
From change springs growth, progress and fulfillment.
When you manage change, you embrace it.
Find the good in it. Hear its promise.
Learn from it. And the world becomes an
exciting place in your desire to know what comes next.

author unknown

B. Purpose of the Presentation

II SHARED GOVERNANCE - The California Community College Model

A. Definition of Shared Governance

Shared Governance is defined as joint responsibility, authority, and decision-making through the collaboration of administration, faculty, staff, and students for the purpose of providing quality college programs.

Simply stated: Shared governance is shared involvement in the decision-making process in a climate of mutual trust.

B. A Brief History of Assembly Bill 1725

C. The Faculty Role in Shared Governance

1. Academic Senates versus the Faculty Associations

2. Academic and professional matters means the following policy development and implementation matters.

(a) Curriculum, including establishing prerequisites and placing courses within disciplines

(b) Degree and certificate requirements

(c) Grading policies

(d) Educational program development

(e) Standards or policies regarding student preparation

(f) District and college governance structures, as related to faculty roles

(g) Faculty roles and involvement in accreditation processes, including self study and annual reports

(h) Establishing policies for faculty professional development activities

(i) Process for program review

(j) Process for institutional planning and budget development

(k) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

III THE CHANGING ROLE OF FACULTY IN SHARED GOVERNANCE

A. Overview of the Study

Purpose:

The purpose of this study was to determine the statewide faculty governance role since **Assembly Bill 1725** and to identify the impact and barriers of this reform bill relative to the ten areas of academic and professional matters.

Date Collection Procedures:

-Surveys were administered to the Chief Executive Officers and Academic Senate Presidents in November 1993

-Data was collected and analyzed by January 1994

Sample Size:

-The Chief Executive Officers and Academic Senate Presidents of all 107 California Community Colleges

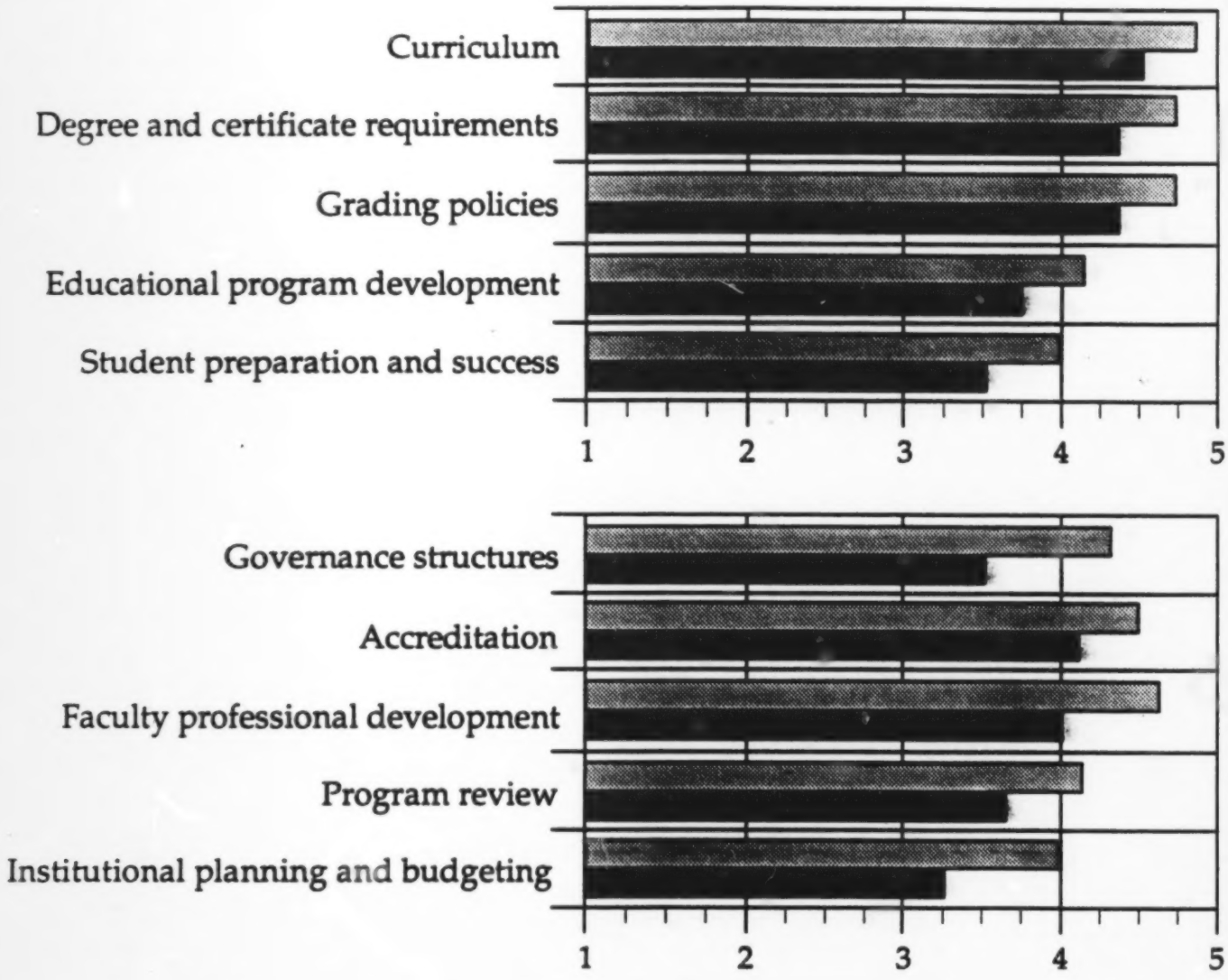
Response Rate:

-86 percent of the Chief Executive Officers
-82 percent of the Academic Senate Presidents

B. Key Findings

FACULTY INVOLVEMENT

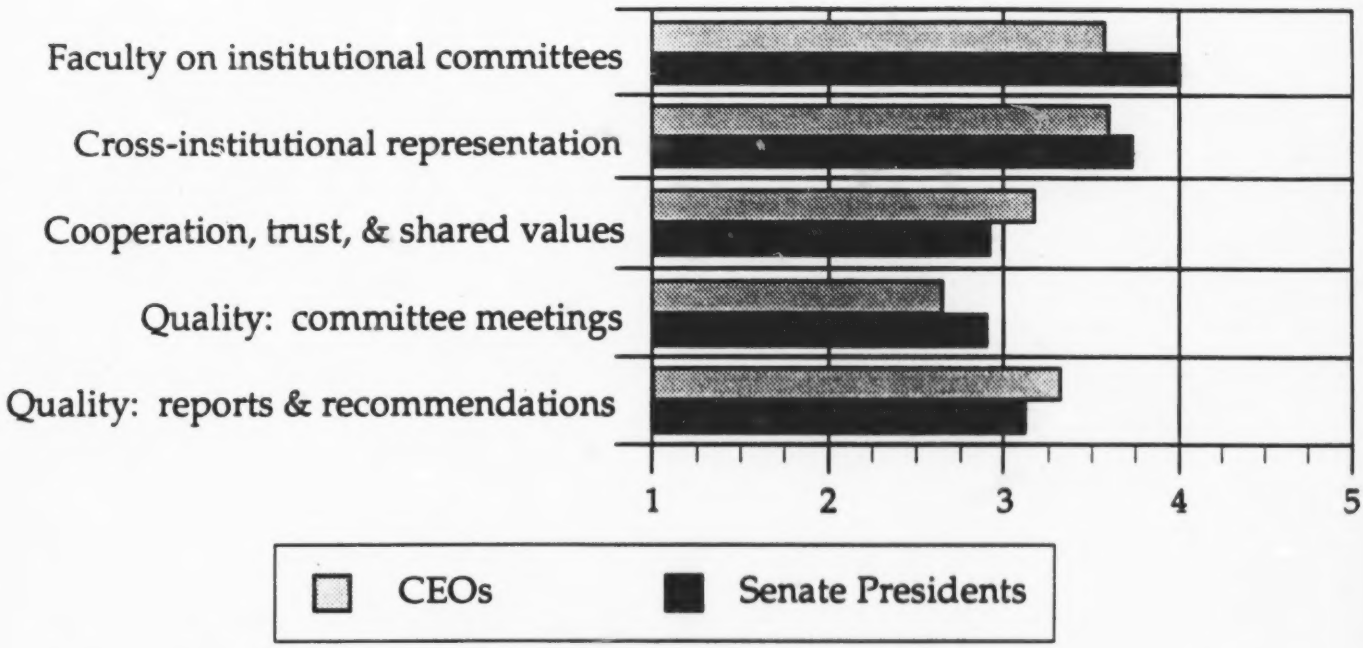
Mean Responses Rating Faculty Involvement
In Areas of Academic and Professional Matters



Scale: 1 = very little extent; 5 = very great extent

IMPACT OF CHANGE RELATIVE TO THE TEN AREAS OF ACADEMIC AND PROFESSIONAL MATTERS

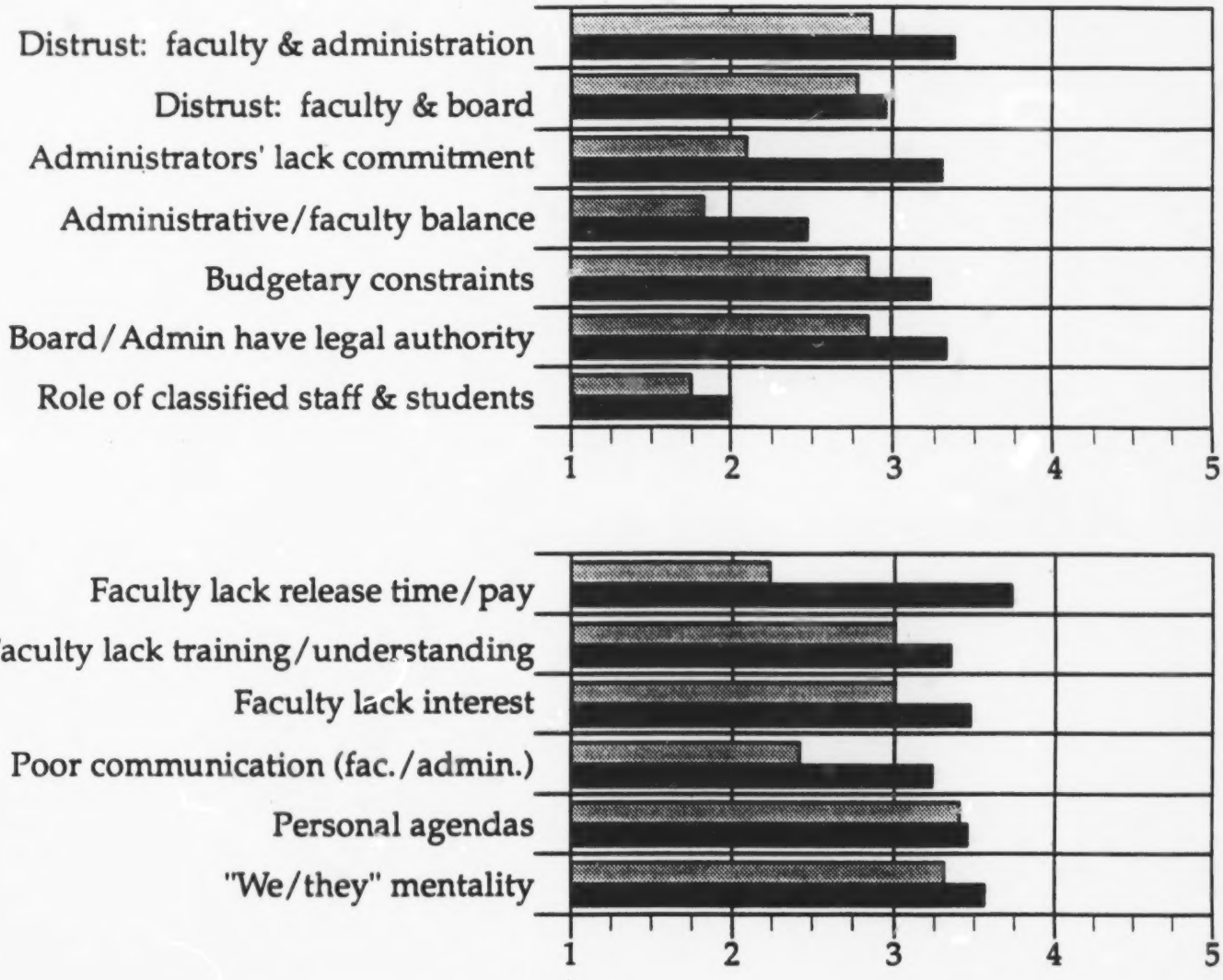
Mean Responses Rating Impact of Change



Scale: 1 = much worse; 5 = much better

FACTORS IMPEDING THE STRENGTHENING OF THE FACULTY'S ROLE IN ACADEMIC AND PROFESSIONAL MATTERS

Mean Responses Rating Factors Impeding Strengthening of the Faculty's Role in Academic and Professional Matters



Scale: 1 = very little extent; 5 = very great extent

C. Key Learnings

(1) INCREASED FACULTY INVOLVEMENT IN ACADEMIC AND PROFESSIONAL MATTERS

(2) IMPACT OF THE FACULTY ROLE IN SHARED GOVERNANCE

a. Faculty involvement on institutional committees has increased.

b. Levels of cooperation, trust, and shared values between administration and faculty have not changed much with shared governance.

c. Quality of committee reports and recommendations to the Board of Trustees have not changed much with shared governance.

(3) BARRIERS TO THE STRENGTHENING OF THE FACULTY ROLE IN SHARED GOVERNANCE

a. Personal agendas

b. "We/they" mentality

(4) ELEMENTS THAT APPEAR TO ADVERSELY AFFECT THE SUCCESSFUL IMPLEMENTATION OF FACULTY GOVERNANCE WITHIN LOCAL COLLEGE DISTRICTS

(a) the "balkanization" of the decision-,making process whereby shared governance slows down and fails to meet the immediate needs of a rapidly changing environment.

(b) special interest groups of administrators, faculty, and classified staff which have a tendency to focus more on their needs than on the global needs of the college community.

D. Recommendations

In order to more effectively manage the evolutionary process of shared governance, the Board of Governors and local college districts might want to consider the following:

(1) consolidating the various parties of interest into a single, institutional shared governance or advisory council. Faculty would be joined by administrators, classified staff, and students to comprise a single body which would make final recommendations regarding shared governance issues to the CEO and Board of Trustees.

(2) limiting institutional committees to no more than ten members which include appropriate balance and representation of committee members from administrators, faculty, classified staff, and students. Groups larger than ten are inclined to divide into subgroups and become unmanageable.

(3) developing and implementing professional development activities to enhance team facilitation, conflict management, decision-making, and leadership skills on all campus-wide committees, including the institutional advisory council and academic and classified senates. This training process would focus on creating team cohesiveness by building group trust, identity, mutual cooperation, and shared values.

IV Initiating Educational Change

A. Change is Inevitable

B. Begin with...

1. STRAIN
   -No stress, no change
2. VALENCE
   -Positive direction
3. POTENCY
   -Changee's ability/power to change

Thomas R. Harvey, 1990
Checklist for Change

C. Institutional Change

1. Change is a natural phenomenon.
2. Change is continuous and on-going.
3. The purpose of change is to aid survival and growth.
4. Survival and growth depend on adaptation to a changing environment.
5. The environment can be and is influenced and shaped by the actions and decisions of the organization.
6. Learning from experience is essential for successful adaptation and change.
7. Individuals change in both common and unique directions.

Jim Stewart, 1991
Managing Change Through Training and Development

D. REMEMBER...

Alice: Which way should I go?
Cat: That depends on where you are going.
Alice: I don't know where I'm going!
Cat: Then it doesn't matter which way you go!!

Lewis Carroll 1882
Through the Looking-Glass

V Dialogue with the Audience

A. Questions/Answers